Contribution ID: **475** Contribution code: **PO-Z3-22**   Type: **Poster**

Students᾽Perspectives on Creating Videos in Learning English

Saturday, 27 July 2024 15:00 (45 minutes)

Currently, the integration of Information and Communication Technology (ICT) in K–12 schools is becoming increasingly common. In this paper, students are provided with ICT tools to produce their own digital projects, such as creating videos as an alternative to written assignments. The action research is carried out in a seventh-grade class consisting of approximately 15 students for 10 weeks. Pre- and post-interviews were performed to get students' perspectives on their experience of creating videos using Renderforest. The paper findings demonstrate that this strategy not only improves students' ability to communicate effectively but also fosters increased levels of creativity and active participation in their English language acquisition. Additionally, they can probably cultivate a more profound comprehension of the language and establish a stronger emotional connection with the topic. Nevertheless, a constraint of the study is the necessity for internet access and electronic devices, which parents should authorize.

Key terms: Information and Communication Technology (ICT), students' perspectives, K-12, digital projects

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Session Classification: Posters

Track Classification: Technology